DOCUMENT RESUME

ED 118 923 95 CE 006 487

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TITLE Vocational Program for Out-of-School Youth and Adults in Building Maintenance and Commercial Cooking.
INSTITUTION Daniels Vocational Assessment and Training Center, W. Va.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
REPORT NO VT-102-553
PUB DATE 30 Jun 75
NOTE 29p.; Not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Failure; Adult Basic Education; Adult Vocational Education; Building Trades; Cooperative Education; Developmental Programs; Disadvantaged Groups; *Disadvantaged Youth; *Dropout Rehabilitation; *Educational Needs; Food Service Occupations; *Program Descriptions; Vocational Adjustment; Vocational Counseling; *Vocational Training Centers

ABSTRACT

The Daniels Vocational Assessment and Training Center was organized to meet the vocational and educational needs of disadvantaged youth and adults. Out-of-school and out-of-work youth and adults are provided with the opportunity to acquire employment skills, basic education, and behavior patterns which will enable them to enter and compete successfully in the world of work. The program includes curriculums in vocational assessment, work adjustment, building maintenance, commercial cooking, counseling, and cooperative education. The report describes the program components, includes outlines and activities reports for the courses in commercial foods and building trades, and briefly summarizes the accomplishments for the 1974-75 school year. (Author/NJ)

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ED118923

Final Report

Project No. 54-4A-WV

Grant No. 73-4A-WV

Exemplary Disadvantaged

Project No. WV-73-E-1

Grant No. DVE-36-WV-73-E-1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Vocational Program For Out-of-School Youth and Adults in Building Maintenance and Commercial Cooking

James D. Robinson, Project Director
Clacy Williams, Project Coordinator
Daniels Vocational Assessment and Training Center
Daniels, West Virginia

June 30, 1975

West Virginia
State Board of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

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Introduction

The Daniels Vocational Assessment and Training Center was organized by the Raleigh County Board of Education in cooperation with the Bureau of Vocational, Technical and Adult Education as an endeavor to meet the vocational and educational needs of disadvantaged youth and adults.

Out-of-school and Out-of-work youth and adults are provided with an opportunity to acquire employment skills, basic education and behavior patterns which will enable them to enter and compete successfully in the world of work.

The program includes curriculums in Vocational Assessment, Work Adjustment, Building Maintenance, Commercial Cooking, Counseling, and Cooperative Education. Vocational Assessment is centered around the Singer Graflex Vocational Evaluation System.

Acknowledgements

This project is funded under the authority of Section 122 (a) (4) (A) and Section 122 (a) (4) (B) of the Vocational Education Amendments of 1968.

Grants Officer

Clarence Burdette, Assistant Superintendent
Bureau of Vocational, Technical and Adult Education

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Methods

The Vocational Assessment and Training Center at Daniels, W. Va. was opened on January 2, 1973. The program, composed of seven separate but related components, is administered by the program co-ordinator who unifies these into a meaningful experience for the students. This project is designed to meet the various special needs of the disadvantaged population. Due to the nature of the client and their usual history of academic failure, teaching methods tend to be more pragmatic than classic. From study of past school records, it has become obvious that the student who drops out of regular school programs and subsequently enrolls at the Daniels Vocational Center has had difficulty succeeding in the academic world. With this basic knowledge, our teaching methodology has been one of involvement - learn by doing. Instructors demonstrate procedures and techniques involved in their skill areas and students are then given the opportunity to develop and refine their own skills through completion of work tasks under the close supervision of the instructor. This approach minimizes the need for textbook study which is a primary factor in the origional disenchantment of the student with school.

Extensive supportive services are also provided with prime consideration given to the instantaneous problem of the student.

Program Components

Components of the program are organized so that each unit operates cooperatively to provide practical instruction directed toward the social, academic, and vocational needs of the individual students.

These components are:
Recruitment and Referral
Work Adjustment
Vocational Evaluation
Counseling and Supportive Services
Learning Lab - Basic Education
Vocational Education
Cooperative Education

The relationship of these components to one another can easily be seen in Models one and two.

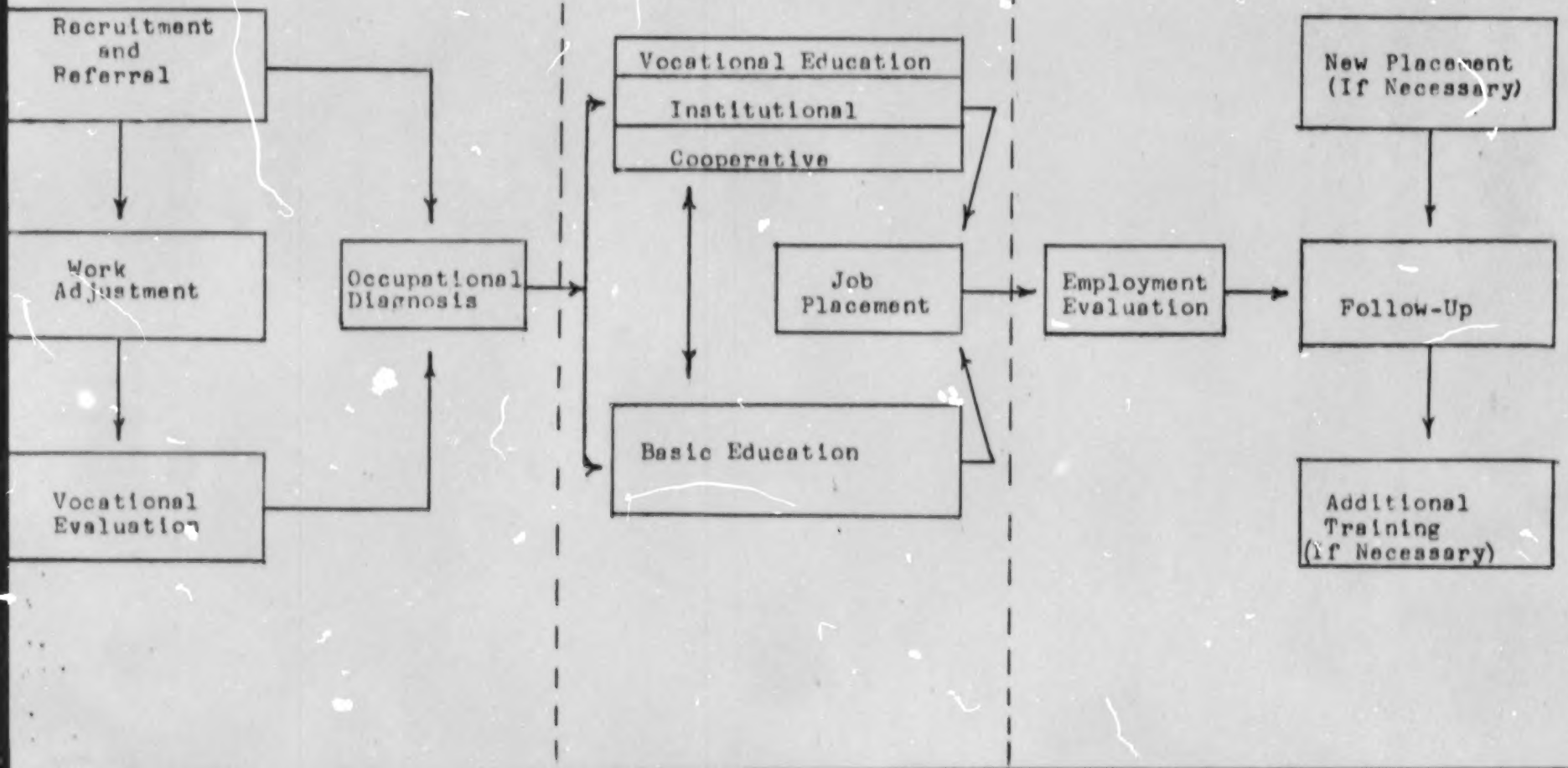
Figure 2

Project Design

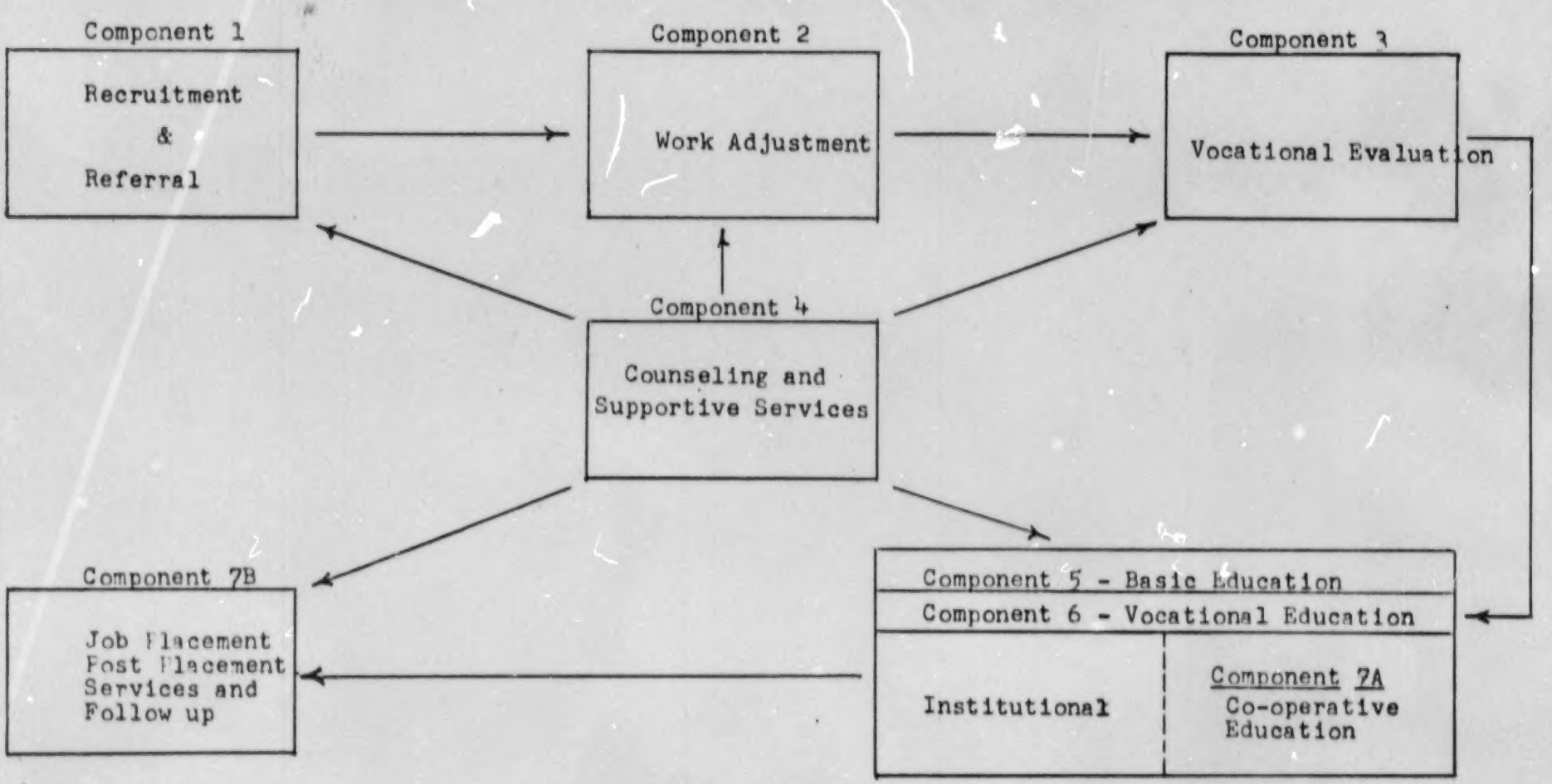
Phase I - Exploratory work Adjustment and Vocational Evaluation Activities

Phase II - Vocational Education, Basic Education and Job Placement Activities

Phase III - Follow-up and Evaluation Activities



COMPREHENSIVE TRAINING PROGRAM FOR RALEIGH COUNTY



Model #1

Project Recruiting and Refferal

The primary factor in recruiting students for Daniels Vocational Assessment and Training Center is awareness of our programs existance. This public relations program is carried out through various medies. During the fiscal year 1974-1975, our staff personel have been priviledged to make guest appearances on various radio shows. Area stations WJLS and WEVV have devoted entire segments of weekly programs to the activities of Daniels Vocational Assessment and Training Center. Also, guest appearances have been made at the meetings of community clubs and organizations. Articles in local newspapers have been used to inform the public of our existance.

Our primary sources of referrals during this year have been: The drop-out records from area high-schools and junior high-schools, Division of Vocational Rehabilitation, and the State Employment Security Office. Other students have been obtained from referrals by the West Virginia Department of Welfare.

Work Adjustment

Work adjustment services are designed to prepare the individual for job skill training. The work adjustment component is designed to bridge the gap between employers expectations of workers in terms of attitudes, motivations, and other behavioral attributes to those exhibited by disadvantaged youth. Work adjustment experiences consist of intensive counseling, as well as work experience gained as a member of a work crew. Students while in the work adjustment program are constantly assessed in relation to their readiness to enter vocational programs which may be made available on an insitutional and/or co-operative education basis.

Concurrently, with work crew experience, the student's occupational aptitudes and interests are diagnosed through participation in the Singer Graflex Evaluation Systems.

Work crews are organized as teams consisting of one adult supervisor and ten youths. Work sites are provided primarily by the Board. Additional worksites are provided through the cooperation of the City of Beckley and the Raleigh County Court. Visits to a variety of private industries as well as talks by union and management leaders and representitives are additional features of the work crew program. Group and personal counseling is available to these youth as a supportive service.

The work adjustment program is structured to allow for

activity implementation, evaluation, feed back and program revision as deemed necessary.

During the 1974-75 year, fifty-five students enrolled in Work Adjustment. Forty-one completed this phase, fourteen did not. Of those fourteen, three were placed in permanent employment.

The purpose of the vocational evaluation component is to determine the student's potential for training and employment in a large number of occupational fields. Observations by the work adjustment supervisor in the form of anecdotal records are available to supplement the information generated within the vocational evaluation program. Not only are the strengths and assets of the students identified, but specfic problems interferring with the student's readiness for employment or vocational training are analyzed. The evaluator, and the work adjustment supervisor combines to evaluate the student's potential as a worker in a particular occupational field. This is accomplished through consideration of the students work adjustment history and his performance on work samples administrated by the counselor and other available records.

The primary purpose of the vocational evaluation unit is to assist the students in choosing an occupational field for which training can by made available and/or for which he has an optimal chance of success. Selection of a specific occupational program is accomplished by the student, with the assistance of the staff members, especially the counselor.

The vocational evaluation unit is placed in multiple use in a developmental effort to demonstrate the effectiveness of an evaluation center utilizing counseling, testing and work sampling in assisting adults and secondary schools students in vocational program selection. The vocational evaluation unit, consisting of the Singer Graflex Evaluation System, also utilized to provide exploratory experiences for junior high school students.

Experiences generated in the full time utilization of the vocational evaluation unit will assist in determining the potential effectiveness of work sample evaluation and occupational counseling and testing in a vocational dignostic center setting. Results available from the trial and installation of this facility have shown the feasibility of replication in other settings throughout the state, and have, in fact, influenced other state school districts to install similiar units.

Evaluation Lab Enrollment

July	5
August	5
September	16
October	24
November	74
December	75
January	85
February	93
March	97
April	105
May	109
June	113

Counseling Program

The counseling program is designed to deal with the interpersonal and personal problems that may create or aggravate student difficulties. These problems are affronted in weekly scheduled group counseling sessions and any number of individual sessions necessary to help the student cope with his situation. The basic ideologies of the counseling program are: to help the students identify their own vocational and educational deficiencies and to gain the motivation necessary to fill these vacancies, form positive attitudes toward work, learn good work habits, learn to complete a work application properly, and learn proper techniques of job interviewing.

The counselor is also involved in recruiting and selection of students by follow-up referals from local agencies and our high schools. This is accomplished either by letter, telephone contact, or home visit.

The counselor is also responsible for making vocational literature and information concerning other training institutions available to students. This requires keeping abreast of events and training programs within the trades world.

BASIC EDUCATION

An adult education learning lab is available to assist students in developing adequate verbal and quantitive skills for procurring and maintaining employment.

The learning lab is an instructional unit designed to provide students with an opportunity to earn their high school equilivancy certificate. The lab is open on a voluntary basis to all students at the Daniels Center and to other interested persons. Through the utilization of programmed instructional material, students may work to develop deficient reading and number skills. The Iowa Test of Basic Skills (ITBS) is administered as both a predictive and a diagnostic instrument to assiss student potential for success on the GED examination and to detect areas of academic underdevelopment. Based on ITBS performance, students are directed to independent and group study in their area('s) of individual need. An instructor is available to provide individual tutirial instruction and to further facilitate the learning situation.

From July 1, 1974 to June 30, 1975, 108 students have been enrolled in the learning lab. They have completed 4262 hours of study in preparation for the GED examination.

Twenty-three of these students have taken and passed the GED examination. Five others passed one or more parts of the GED.

It should be noted that while evrollment has been approximately the same as for the 73-74 period, GED's passed has increased by nearly 100%. This might be attributed to a more serious attitude on the part of participating students.

A students first introduction to the learning lab begins with a discussion of his goals and objectives and how they labrelates to him. Students are informed of their opportunity to earn a high school equilivency certificate through the General Education Development (GED) examination.

Upon entry into the learning lab, each student takes the Iowa Test of Basic Skills (ITBS). The ITBS, like the GED, is a five part multiple-choice test covering a basic communicative and computational skill areas. Based on ITBS scores (in grade equilivants) it is possible to estimate a student's potential for passing the GED. If a student scores an average grade equilivant of 8.5, he may set for the GED. Should the student be interested in collere admission or should his ITBS score be low, he is guided in the selection of study materials appropriate to his needs.

Depending upon individual student need or interest, emphasis is placed on the following areas:

I. Arithmetic for the adult
   - A. Units of measurement
   - B. Addition and subtraction
   - C. Multiplication and division
   - D. Fractions and decimals
   - E. Fundementals of algebra and geometry

II. Behavioral Studies
   - A. Social institutions
   - B. Types of government

III. Communication Skills
   - A. Basic grammar
   - B. Basic writing skills

IV. Natural Science
   - A. The planetary system
   - B. The periodic table
   - C. History and development or the earth
   - D. The human body

V. Vocational Reading
   (appropriate to individual interest)

Commercial Foods

The Commercial Foods class is designed to equip students with skills needed in restaurant work.

The class is set up to provide instruction in the area of grooming and cleanliness, kitchen safty, care of work areas and equipment, table setting, care of customers, taking and filling orders, principles of cooking and nutrition, and the proper use of modern equipment such as microwave oven, dishwasher, and etc.

The majority of the classroom instruction is done by demonstration and by classroom experiences. Work experiences are provided daily for the students by preparing lunches for the faculty and students. The students take orders, make change, and prepare lunches under the supervision of the instructor. The kitchen is set up to provide experiences in filling short orders by using the grill, deep-fat-fryer, range, microwave oven and etc.

When studying specific areas of cooking, the students do more advanced cooking such as spagetti, fresh vegtables, bread, salads, desserts, and etc.

OBJECTIVES FOR THE COMMERCIAL FOODS CLASS AT DANIELS VOCATIONAL ASSESSMENT AND TRAINING CENTER

1. The students will develop an understanding of personal sanitation and sanitation in the kitchen.

2. The students will acquire a knowledge of the use and care of kitchen equipment; and safety in the kitchen.

3. The students will develop an understanding of correct table setting and care of customers.

4. The students will develop an understanding of food nutrients and the basic four food groups.

5. The students will learn to use cooking terms, measurements, abbrevistions, and how to double or half a recipe.

OUTLINE FOR COMMERCIAL FOODS

I. Personal Hygiene
   A. Care of body
      a. fingernails
      b. hair
   B. Clothing
      a. hair restrains
      b. aprons
   C. Grooming

II. Kitchen Sanitation
   A. Dishwashing
   B. Dish Drying
   C. Equipment Cleaning
   D. Detergents
   E. Disenfictants

III. Kitchen Safty
   A. Kitchen Utensils
      a. knives
      b. mixer
      c. blender
   B. Kitchen Equipment
      a. stove
      b. grill
      c. deep-fat-fryer
   C. Kitchen Accidents
      a. fire
      b. burns
      c. cuts
      d. falls
   D. Food Storage
      a. fresh
      b. frozen
      c. canned

IV. A. Formal
      a. Hotel Dining Rooms
      b. Tea rooms
      c. Private Club Dining rooms
   B. Informal
      a. snack bar
      b. lunchenette
      c. soda fountain

V. Nutrition
   A. Basic Four Food Groups
      a. breads and cereals
      b. dairy products
      c. meats
      d. fruits and vegetables

VI. Measurements and Cooking Terms
- A. Abbreviations
- B. Heat Degrees
- C. Measuring liquids and solids

VII. Salads and Dressings
- A. Tossed Salads
- B. Arranged Salads
- C. Molded

VIII. Beverages
- A. Coffee
- B. Koolaid
- C. Tea

IX. Desserts
- A. Cookies
  - a. rolled
  - b. pressed
  - c. dropped
- B. Candy
- C. Cakes
- D. Pies
  - a. fruit
  - b. cream

ACTIVITIES, GUESTS, AND FIELD TRIPS FOR COMMERCIAL FOODS

1. In September of 1974, Miss Sandi Palen, from the Appalachian Power Company, came to the school and demonstrated the use of the Amana Radarange. Since that time the students have learned to use the radarange very successfully.

2. During the Thanksgiving holidays the students in the commercial foods class prepared a variety of pies and served the students and faculty.

3. A Christmas dinner was planned, prepared, and served by the commercial foods class for the students and faculty.

4. The commercial foods class entertained Jim Braxton and four employees of the Raleigh County Board of Education at a spaghetti dinner in January, 1975.

5. The students were taken to the Holiday Inn and interviewed for possible employment. They were also taken to Employment Security Office seeking employment.

6. During the year, the students helped decorate bulletin boards for holidays and other special events.

7. The commercial foods instructor invited the students to her home for lunch during the Christmas holiday.

BUILDING MAINTENANCE CLASSES

The Building Maintenance classes at Daniels Vocational Assessment Center are designed to give students enough skills and knowledge to attain employment in the construction industries on an entry level.

Instruction is given in five basic areas; plumbing, electricity, carpentry, masonary, and painting. This includes study in basic skills, equipment use, and safty practices.

Teaching basically utilizes lecture, demonstration, and actual work experience as methods of instruction. Also, visual aids such as film strups, films, and transparencies are used in each vocational area to assist student understanding of textual materials. Each enrollee is allowed to progress at his own learning rate, and competiton between students is not encouraged. Students learn to respect one another as individuals each striving in his own way and at his own ability level to learn a profession.

It is the goal of these classes to produce a student equipped with some basic abilities, skills and appropriate work attitudes who will be ready and willing to continue his training either through co-operative education or job experience.

ACTIVITIES REPORT FOR BUILDING TRADES CLASSES

I. Walker Apartment Complex - Carpentry and electric wiring project.
The Walker apartment building is located at Beaver about 1½ miles for the Daniels Vocational Center. It afforded a good opportunity for our students to have an on the job training situation throughout the year, working in selected vocational areas during the time that area was being studied in class. Most of the activities of the Daniels Vocational Center's classes were in September and October, 1974, then again in April and May of 1975. A total of 18 students were involved in this work project.
A. Cut and installed stairs for apartments
B. Installed ceiling tile
C. Installed wall paneling
D. Layed particle board
E. Framed medicine cabinets, blocked for bath lavoratories, framed in bath tubs. Complete installation of 3 piece bathroom set
F. Installed wall and eciling boxes
G. Ran wire for ceiling boxes, recepticals, elcetric heat and range
H. Install breaker boxes and entry cable
I. Install recenticals and covers also switches and covers
   a. two way switches
   b. three way switches
   c. four way switches
J. Install flourescent and incodescent lights
K. Install electric resistors and thermostats

II. Donald Ward Project - Plumbing and electricity project.
The Ward project was locater at Daniels about 1 mile from Daniels Vocational Center. It was construction of a private residence where students (12) recieved practical experience in completion of plumbing and wiring residences.
A. Completely wired on all electric home.
   Completed all necessary requirments for home inspection
B. Completed all plumbing using copper, galvanized, and plastic conductors

III. Mrs. Cooks Residence - Electric wiring project - East Beckley
A. Complete installation of wiring system in a basement structure for 5 rooms and bath.
B. Breaker box yet to be installed

IV. Jennings Lucas Project - Electric Wiring - Shady Springs
A. Wired a two story house (gas heat) completing
   a. Lighting
   b. 220 recenticals for range, colthes dryer, and waterheater
   c. Outside flood lights
   d. door bell
   e. ran all circuts and installed circut panels

V. J. D. Robinson Project - Masonary - Daniels
A. Pour footers
B. Layed 8" and 4" cenblock for addition to existing home

BUILDING MAINTENANCE OUTLINE

I. Masonary

A. Footers and concrete
   a. Width and depth of footers
   b. Mixture of concrete for footers and floors
   c. Pour footers below freeze line
   d. How to measure for quanity of concrete
   e. Grading for walks and floors
   f. Reinforcement for concrete
   g. Different methods of finishing concrete
   h. Tools used in concrete work
   i. How to square a house for footers

B. Block and Brick
   a. How to mix mortor for block and brick
   b. Tools used in laying block and brick
   c. Reinforcement in walls and waterproofing
   d. How to fasten brick to wood framehouse
   e. Different uses of wall ties
   f. Different kinds of material used in blocks
   g. Different sizes of block and brick
   h. How to read a brick rule
   i. Different kinds of sills used under windows and doors in brick work
   j. How many courses of blocks used in an average basement wall
   k. How to square blocks on a footer
   l. Which way to turn blocks on corners of a house
   m. Proper way to install termite sheild between brick and block
   n. How to strick mortor joints
   o. Lentels over windows and doors
   p. The difference between head and bed joints

II. Carpentary

A. Floor framing
   a. Different kinds of wood used in framing
   b. Different sizes of lumber used on floor framing
   c. Where to install floor sills
   d. Where are joint headers used / Another name for joint headers, more commonly called
   e. Spacing of floor joints
   f. How to fasten floor to girder
   g. Another name for girder and types
   h. How to make a girder
   i. Different sizes and kinds of nails
   j. Different kinds and how to fasten bridging
   k. Framing stairwell
   l. Tools used in framing
   m. Fire cut on joint

B. Flooring
   a. Different materials used in sub floors
   b. Different methods of fastening sub floors
   c. Different kinds of finish floors
   d. Using a flooring machine
   e. Installing underlayment for carpet and tile floors
   f. Finishing of wood floors
   g. Installing carpet and tile floors
   h. Installing slate and ceramic floors

C. Wall and ceiling framing
   a. Size material used in studs and ceiling joints
      What centers these are placed
   b. Bottom and top plating
   c. Framing for windows and doors
   d. Making corners and tees, sometime called leads
   e. Bridging in walls
   f. Bracing wall studs
   g. Blocking for sinks, tubs and different fixtures
   h. Installing stub ceiling joint
   i. Install over partitions, running parellel with
      joints, backing for nailing ceiling material too
   j. Cut ends of joints so they won't stick up above
      your rafters. Cut on long cut of square

D. Roof Framing
   a. Different size lumber used in framing roofs
   b. Rise in cutting rafters
   c. The use of framing square in cutting rafters
   d. Building trusses
   e. Framing different types of roofs
   f. Explain where the following roof items are used
      1. main rafters of comm n rafters
      2. ridge
      3. verge rafters
      4. hip rafter
      5. valley rafter
      6. valley jack rafter
      7. hip jack rafter
      8. cripple jack rafter
      9. overhang
      10. runand gren of house
      11. dormer
      12. collar beams
      13. purlin
      14. lookout rafter
   g. Framing for a chimney

E. Roof Sheathing
   a. Different kind of material used for sheathing,
      such as plywood, and matched sheathing, tongue
      and grove boards, ship lap and 1 x 12 sheathing boards
   b. Size nails used in nailing sheathing
   c. Applying plywood to rafters properly

F. Roofing
   a. Types of roof shingles
   b. Building felt under shingles

Cooperative Education

The cooperative education program at the Daniels Vocational School is designed to offer students an opportunity to enter a training situation while working with regular employes in a field of work which is relative to the student's interests. The training on the job allows students to acquire experience which will benefit them in obtaining permanent employment through co-op. If further training is found neccessary, the coordinator will find other job training sites.

I. Steps followed by Co-op Coordinator
   - A. Counseling with student on job interests
   - B. Conferences with counselor and student
   - C. Employer visits
   - D. Places student on job or co-op
   - E. Visits student on job
   - F. Yearly follow-up

II. Other activities of the coordinator at the Daniels Vocational School includes assisting interested students in getting drivers license.

The results of the follow-up for the 1974-75 year are as follows:

81 - Total students enrolled
8 - Placed on co-op
42 - Found permanent employment
8 - No employment
0 - Entered another program
2 - Returned to school
2 - Entered college
4 - Entered armed services
4 - Unable to contact
0 - Deceased
0 - Penal Institutions
11 - Still in Daniels Vocational School

Some activities above were for students who were terminated prior to July 1, 1974, but activities were during this fiscal year.

Summary

After the completion of the second full fiscal year of operation at Daniels Vocational Center it seems only plausible to look in retrospect at its activities and attempt in some way to evaluate them; however, due to the uniqueness of the program this is not easily done as there is no standard in existance from which one can draw comparisons.

This program was originally set up for maximum of fifty full-time students, at present it would not seem feasible to handle this number at one time. During the 1973-74 year, we recommended optumum number of enrollees to approximate thirty-five to forty, this offers the best opportunity for group supervision and individual instruction as needed in the classroom and on work projects. This has been verified during the 74-75 as we found that an excess of this number creates an over crowded classroom where safty of students often becomes a more important factor than instruction, creating educational gaps in certain areas of student vocational learning. We do not feel this sacrifice should be made.

We at the center are rather pleased with the effectiveness of our training program as reflected by the follow-up statistics which showed that 47.2% of our total enrollment for the 1974-75 year was employed as of June 30,1975. Upon closer inspection it was found that some students were not available for work and that 64.4% of those who were available were working.

In our learning lab, twenty-eight students were prepared to take the General Education Development Test. Eighty-nine percent or twenty-three students passed the entire exam.

It should be noted that these twenty-three students represent approximately 21% of the total participating student body. This we feel is quite good when considering that these were students whose primary notice for dropping out of school originally was to escape the classroom situation.

In the evaluation lab, 113 individuals completed at least one unit or more. Sixty-seven of our enrolls made use of the lab as a means of vocational exploration.

Our staff is happy with this years results, but not satisfied. It is our goal to reach a greater number of students with more intensified training and work orientation program in order to better prepare them for entry into the labor market.